

SANCTIONS PROCEDURE

Behaviour Guidelines

Sanctions

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite requests, warnings (no more than three), repositioning, separating etc. Use strategies such as your proximity to a child, a hand gesture etc, vocalisation not always required.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?' Move the child onto amber on the traffic lights whilst you are saying this.

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

- **Move onto red if behavior improves they can move back onto amber.**
- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at isolation table.

Behaviour and Discipline Policy

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For a regular offender:

- Record who, when, why on personal sheet.
- Possible removal of treats / playtime etc.
- Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file. Red mark on traffic light is recorded 15 minutes from golden lost, can't be regained.
- Child moves back onto green

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by class teacher that behaviour is a cause for concern. A record of conversation needs to be kept and sent to HT for their records.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Team Leader/Head) Time Out (C)

- Child escorted to TLR on first instance , AHT on second, DHT on third and HT as a last resort.
- Half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by speaking to parent. If a parent has not answered phone or picked child up a letter must be sent.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Team Leader / Head/ SENCO : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

WE WOULD HOPE A CHILD WOULD NOT GET TO STEP FOUR OTHER THAN IN EXCEPTIONAL CIRCUMSTANCES

Behaviour and Discipline Policy

THERE ARE FIVE FURTHER STEPS WHICH THE SENCO AND SLT HAVE ACCESS TO ALL INDIVIDUAL PUPIL RECORDS AND COPIES OF LETTERS TO BE TRANSFERRED TO PUPILS YELLOW FOLDERS AT THE END OF THE YEAR

Behaviour and Discipline Policy